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A STUDY IN THE DEVELOPMENT OF COOPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA. FINAL REPORT.

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COLORADO STATE DEPT. OF EDUCATION, DENVER

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THIS STUDY WAS DEVELOPED AND DIRECTED BY MEMBERS OF THE ASSOCIATION OF CHIEF STATE SCHOOL AUDIOVISUAL OFFICERS (ACSSAVO). ITS OBJECTIVES WERE (1) TO IDENTIFY PROBLEMS IN THE USE OF EDUCATIONAL MEDIA, WHICH MIGHT BE SOLVED BY STATE EDUCATION AGENCIES, (2) TO CATEGORIZE THESE PROBLEMS BY LOCATION AND FREQUENCY, (3) TO EXCHANGE INFORMATION REGARDING THEIR SOLUTION IN DIFFERENT STATES, (4) TO IMPROVE DISSEMINATION AND USE OF RESULTS OF MEDIA RESEARCH, (5) TO DEVELOP A STRATEGY FOR DEALING WITH PROBLEMS OF SPECIAL CONCERN, AND (6) TO DEVELOP AN EDUCATIONAL COMMUNICATIONS PROGRAM FOR CONTINUED COOPERATION AMONG STATES. THE STUDY CONSISTED OF 2 MAJOR CONFERENCES, ONE AT VAIL, COLORADO, AND ONE AT DES MOINES, IOWA, AND 3 MEETINGS OF THE STEERING COMMITTEE. THE STUDY WAS LARGELY SUCCESSFUL IN ACHIEVING ITS GOALS. OF SPECIAL NOTE WAS THE DEVELOPMENT OF QUANTITATIVE AND QUALITATIVE STANDARDS FOR INSTRUCTIONAL MATERIALS AND EQUIPMENT, AND OF COOPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA. (MS)

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A STUDY IN THE DEVELOPMENT
OF
COOPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA

* * *

Final Report

COLORADO STATE DEPARTMENT OF EDUCATION
Byron W. Hansford, Commissioner

Denver — 1966

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A STUDY IN THE DEVELOPMENT OF COOPERATIVE STATE LEADERSHIP IN EDUCATIONAL MEDIA

Final Report

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COLORADO STATE DEPARTMENT OF EDUCATION

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PART I

THE PROBLEM AND OBJECTIVES

THE PROBLEM

The fifty states, acting independently in the educational media field, have developed many valuable and unique programs in the educational media field. Duplicate efforts to solve identical problems have been a distinguishing feature of this procedure. A method of exchanging information between states and a strategy for coping with media problems on regional and national bases would have eliminated the duplicate efforts and hastened the over-all improvement in educational media methods.

State departments of education have been slow to utilize the wide range of educational media now available. Generally, the departments have not developed the programs and added the skilled personnel necessary to extend the use of educational media techniques and devices to public schools throughout the states. The one-man media staff in a small department of education has been relatively isolated from his contemporaries in the larger departments.

The policy and planning guide State Department of Education Leadership in Developing the Use of New Educational Media, issued by the Council of Chief State School Officers in 1964, was positive in pointing the direction in which departments of education should move. The U.S. Office of Education, through its support of media leadership conferences and projects such as SAVES, also recognized the need for cooperative action in this field. The Association of Chief State School Audio-Visual Officers (ACSSAVO), which is dedicated to the strengthening and improvement of American education through the wise utilization of modern educational media, has been concerned with these problems for years.

The need for cooperative action of all the states in expanding the use and benefits of educational media, and in developing more leadership in this field at the state level, led to the formation of this study.

A Steering Committee of ACSSAVO members to develop and direct the study consisted initially of Lee Campion, New York (chairman); Henry Ruark, Oregon; Clifton Kessler, Iowa; Frank Anderson, Colorado; and Marcus Konick, Pennsylvania. Frank Anderson, who wrote the study proposal, and served as the principal investigator, arranged for the Colorado State Department of Education to serve as the contractor. Other ACSSAVO representatives added to the Steering Committee included Fred Villa, Connecticut; Robert C. Wheeler, Wisconsin; and Harold Caldwell, Kansas.

OBJECTIVES

The objectives of the study were outlined as follows:

1. To identify administrative, communication, and other problems to effective use of educational media which are amenable to solution by state education agencies.
2. To define and categorize these problems as: (a) those common to all

state education departments, (b) those limited to regional groups of states, and (c) those of concern only to certain individual states.

3. To exchange information regarding plans and procedures used in dealing with these problems in individual states.
4. To develop improved strategies for dissemination and utilization of the results of media research conducted under NDEA Title VII and associated programs.
5. To select one or more problems of concern to all state agencies and to develop an over-all strategy -- along with guidelines, procedures and a calendar, -- for dealing with the problems selected.
6. To develop an educational communications program for continued identification of new problems as they may arise, exchange of information about such problems, and further refinement of strategies of cooperative action which may be required.

PART II

PROCEDURES

The chief means of meeting the project objectives was a series of five meetings. Three of the meetings were for project planning and critique by the Steering Committee. Two meetings were major work conferences for educational media personnel and their supervisors from state departments of education. Supplementing the meetings was correspondence with homework assignments circulated prior to the work conferences, circulation of an interim report which summarized findings of the first work conference, evaluation of the first work conference as an aid to improving the second work conference, and eventually, a final report coupled with definitive actions instituted by the Steering Committee acting in its role as the ACSSAVO Board of Directors ~~Executive Committee~~.

Initial correspondence in May, 1965, alerted all state education departments to the project, and invited them to send to the first conference their "leading educational media person." Frank Anderson, Colorado State Department of Education staff member, and principal investigator of the project, handled the initial correspondence and made arrangements for the first work conference.

The Vail Conference

Delegates from 35 states gathered June 22-25, 1965, at The Lodge at Vail, Colorado, for the first work conference. Their problem: To identify, define, and bring into focus the major impediments to effective use of educational media — impediments which could be eliminated at the state level.

A feature of the conference was a flexible program schedule. This was instituted following the activities of the first evening, when the original agenda was modified to allow each participant opportunity to explore each of the five major problems under study. Following this initial modification, the Steering Committee, aided by the consultants, further refined the program for subsequent sessions.

Facilities at Vail included large and small meeting rooms, and the isolation necessary for complete attention to the project topic. A conference staff provided secretarial support and issued daily summaries of activities of the various Task Groups. In addition, The Extension Cord was issued as needed to announce program changes and to serve as a conference newsletter.

Keynoter of the Vail Conference was Ewald B. Nyquist, Deputy Commissioner of Education of New York. He addressed the group via amplified telephone from his home in Albany; color slides keyed to his talk were viewed at Vail at the same time.

He stressed the role of state education departments in providing educational leadership, the function and contributions of educational communications in achieving state leadership, and the need for involvement and interstate cooperation.

State education departments, Nyquist said, have an unparalleled opportunity to become as strong and effective as they are in theory; they now fall far short of what they should be, educational communications included. The opportunity is provided largely by new federal programs. Educational communications--media, materials, and methodology--must be among the first functions of state education departments to be strengthened. He urged the individual educational communication divisions of state departments to become more efficient and effective by cooperating with others on a regional and national basis.

The problems defined at the Vail Conference became the basis for An Interim Report of the Study in the Development of Cooperative State Leadership in Educational Media, issued in September, 1965, by the Colorado State Department of Education. This Report, along with the evaluation of the conference, helped the Steering Committee, at an October meeting, firm up plans for the second major work conference.

Preliminary correspondence went from Colorado and Iowa as invitations were issued for the second work conference. Cliff Kessler of the Iowa State Department of Public Instruction handled arrangements for conference facilities in Des Moines.

The Des Moines Conference

Forty states and the District of Columbia were represented (delegates, consultants, and staff) at the Des Moines Conference, held November 14-17, 1965 at the Holiday Inn South. Of the 67 persons attending, 30 had attended the Vail Conference. Thirty-eight states were officially represented at Des Moines, seven of them for the first time in the project. Five associate or assistant superintendents were in attendance. This low number of top-level administrators present apparently was due to the meeting of the Council of Chief State School Officers held in Hawaii ~~on the same dates~~ immediately preceding the conference.

Henry M. Brickell, Assistant Superintendent of the Manhasset Public Schools, Manhasset, New York, gave the keynote address at the Des Moines conference. In opening his talk on the strategy of educational change, he defined some strategies of change. He said any strategy must be based on a careful study of the known, and an estimation of the unknown, including analysis of the "change territory" occurring between where we are now and the goals desired.

Change can happen either through existing agencies and using regular known methods (self-rejuvenation) or through planned intervention (a centralization of planned innovation arising from a crisis). We are, Brickell said, in a period of planned intervention as far as educational change is concerned, and state education departments are in peril of losing any leadership which they have or might hope to assume. The departments are being bypassed as agencies at the federal level assume the role of change agent--through planned innovations backed by dollars.

Brickell then told about studies in which he was involved concerning educational change in New York State. These studies revealed that the general picture was one of very limited change. Some of the findings of the two studies:

1. Lots of change is possible, provided such change doesn't affect any other teachers or any other parts of a school program.

2. A key to innovation is the amount of help given those who are implementing the change.

3. State education department can't give direct services to all the schools--there would never be enough staff to do this.

4. The major source of rigidity in education is the teacher.

5. Professional associations can be great communicators of educational change; here, outside the regular program, people can pick up ideas for educational change.

6. On-the-spot observation of innovation, plus some conference time with the person actually involved in the new technique, is a sure way of spreading the change to other schools.

In concluding his presentation, Brickell said that American teachers are heavily dependent on instructional materials, and therefore that educational media is at the heart of change. Teachers should be able to call on media to assist with specific concepts during teaching of a lesson, and they should not have to build their lesson around a type of media presentation. The teacher is interested in results--not fancy hardware, the speaker said.

In emphasizing this point, Brickell said that the media specialist can aid the teacher only if media can provide an answer for a specific case. The teacher must get the right thing at the right time when needed to get the message across to the student.

Major problem areas were reduced from five to four for the Des Moines conference (Areas C and D from Vail became Area C at Des Moines). Facilities were available for large and small group sessions, and the conference staff again provided secretarial support. The Extension Cord was used to announce modified schedules and to keep the scattered groups up-to-date.

Deciding upon solutions to these four major problem areas, and devising strategies to implement the solutions were the focus of the Des Moines conference. These twin purposes were sought through general conference assemblies, problem area task group discussions, Steering Committee meetings, and out-of-session talk. Materials developed by the four problem area groups (which unlike Vail retained the same delegates) were refined, and refined again following frequent referral to the entire conference assembly. At the final general session the solutions and strategies proposed were voted upon and accepted by the entire group of delegates.

Copies of all material upon which the group acted were distributed for consideration at this final session. These solutions and strategies were to be implemented by the individual states as much as possible, according to the original project intent.

One month following the Des Moines conference, the Steering Committee met in Chicago. Real implementation of the solutions and strategies began now, for following a review of the project to this point, the Steering Committee convened ~~as~~ with the ACSSAVO ~~Executive Committee~~ Board of Directors and formally took action. The official actions of the ACSSAVO ~~Executive Committee~~ Board of Directors at this session are presented at the end of Part III of this report.

PART III

FINDINGS AND RECOMMENDATIONS

MAJOR PROBLEMS

At the first planning conference, members of the Steering Committee considered the many problems which impeded the effective use of educational media at all levels in education. This identification resulted in the development of five definitive statements which would cover the entire field of educational media. The statements:

A. Quantitative and qualitative standards and guidelines should be developed for educational media, instructional materials and equipment, facilities and personnel, and budget, and their utilization.

B. There is a need to develop total state department of education staff competence and attitude toward the use of educational media.

C. The improvement of teacher competency through pre-service and continuing education programs is a major problem.

D. There is a need to develop an understanding of and commitment to improved communicative processes at all levels — from state department to teacher and learner — so as to foster proper utilization of educational media, to maintain adequate balance between curriculum areas, and to utilize the best available knowledge of child development and the learning processes.

E. An exploration is needed of problem areas concerned with research about, evaluation of, and dissemination of information concerning educational media.

These are the problems which would be considered at subsequent conferences when further elaboration would be sought and solutions considered. These problems served as starting points for the Vail Conference.

RATING SCALE SUMMARY

Near the conclusion of the Vail Conference, each of the five problems was rated from 1 (least important) to 5 (most important) by each participant. Totals in each block were computed by multiplying the number of responses of each rank score and adding up all such totals in each block. The totals at the bottom give a relative ranking of importance of each problem.

Rating Scale Summary (cont'd)

	--PROBLEMS--				
CRITERIA	Equipment Standards A	State Staff Competence B	Teacher Competency C	Improved Communication D	Research, Dissemination E
a. There is a national need to solve the problem	175	143	110	96	95
b. There is a state need to solve the problem	164	149	139	88	82
c. The problem is appropriate for resulting interstate action	165	100	111	87	124
d. The activity has significance for total educational needs	135	114	124	119	110
e. The activity is worth the effort, time and money to implement	152	126	127	95	99
f. The activity provides an essential basis for other subsequent action	147	116	96	104	124
g. The activity is likely to result in improved instruction	112	131	160	124	81
h. The activity is likely to improve effectiveness of the state education department(s)	119	185	95	86	97

	-- P R O B L E M S --				
C R I T E R I A	Equipment Standards A	State Staff Competence B	Teacher Competency C	Improved Communication D	Research, Dissemination E
i. The activity is likely to improve public understanding and support	123	108	101	131	123
j. The activity is likely to expedite application and/or dissemination of research	112	114	96	98	168
k. The activity is conducive to professional growth	98	144	151	111	108
l. The activity is likely to improve cooperative effort among key groups	117	132	105	131	117
TOTAL	1619	1562	1415	1270	1328

Total of each column from rating of all participants will rank all task force topics in order of significance.

PROBLEMS AND SOLUTIONS

The problems identified by the Steering Committee were the major topics at the Vail Conference. The problems were scrutinized, dissected, discussed, and examined so that each facet of each problem was revealed. The many parts of each problem formed the major part of the Interim Report issued after the

Vail Conference. This Report was the major study tool circulated prior to the Des Moines Conference.

Participants at the Des Moines Conference formulated solutions or strategies to four major problem areas. Original problem areas C and D, because of their close relationship, were combined into one area. The four problem areas, and the solutions proposed, are presented below.

Problem Area A: Development of Quantative and Qualitative Standards for Instructional Materials and Equipment (Marcus Konick, chairman)

1. Educational goals which can best be achieved by establishment of standards. Adequate equipment, materials, facilities, funds and personnel can be provided to expedite achievement of educational goals.

It was decided that standards means those requirements which have implications for approval of schools, funds for subsidies, etc. and are enforceable. Guidelines indicate directions in which development should take place. The purpose of this task group is to develop standards.

2. Quantitative and qualitative standards can be developed for a wide variety of equipment, materials, personnel, facilities, budget, and utilization. This task force was able to reach agreement on only quantitative standards for equipment, materials, and personnel, together with budget for materials.

3. National standards, acceptable to different states, school systems, and institutions of higher education can be and were established. They are defined in terms of "typical" teaching situations, i.e. teaching stations

which make provisions for an average of 30 pupils.

4. The standards which were agreed upon were based upon DAVI Guidelines, developed by the Sherman-Faris Seminar at Bloomington, Indiana, October 15-17, 1965. At the final session of the Des Moines Conference, it was moved and passed that ACSSAVO take immediate steps to modify and upgrade the standards for use in each state. The standards:

ACSSAVO Audiovisual Standards* for Equipment, Materials, and Personnel
for
Elementary and Secondary Schools and Institutions of Higher Education

*(When 1967 ACSSAVO Standards are not indicated,
they are identical with the advanced DAVI Guidelines.)

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EQUIPMENT STANDARDS FOR ELEMENTARY EDUCATION
DAVI GUIDELINES

Items	Basic	Advanced	Proposed for Consideration by ACSSAVO for 1967
16mm Sound Projector	1 per 10 teaching stations	1 per 5 teaching stations	1 per 2 teaching stations
2x2 Slide Projector	1 automatic projector per school	1 automatic projector per 10 teaching stations	1 automatic per 2 teaching stations
Filmstrip Projector (or Combination Filmstrip-Slide projector)	1 per 3 teaching stations	1 per teaching station	1 per teaching station
Filmstrip Viewer	1 per 3 teaching stations	1 per teaching station	1 per teaching station
	Also a quantity of viewers (1 per 2 teaching stations) should be available from a central source within the building for special project use or for individual study (school or home).		
Overhead Projector (10x10) Classroom type	1 per 4 teaching stations	1 per teaching station	1 per teaching station
Overhead Projector (Auditorium type)	Appropriate number for large group instruction. An Auditorium model overhead merely implies that the machine utilized have sufficient light output and optical capabilities to project a satisfactory image in an auditorium type situation.		
Opaque	1 per building	1 per 6 teaching stations	
TV Receivers	1 per class per TV channel at the grade level having the greatest number of sections - if programs are available	1 per teaching station if programs are available	
Micro-Projector	1 per school	1 per 2 grade levels	

Items	Basic	Advanced	Proposed for Consideration by ACSSAVO for 1967
Record Players	1 per teaching station K-3 1 per grade level 4-6 1 set of earphones per each teaching station - where listening stations are utilized 6 - 10 earphones needed	1 per teaching station plus earphones for each - where listening stations are utilized 6 - 10 earphones needed	
Tape Recorders	1 per 5 teaching stations	1 per 2 teaching stations with earphones as needed	
Projection Carts	1 per portable piece of equipment purchased at the time the equipment is purchased	1 per 5 teaching stations	
Light Control	Every classroom should have adequate light control. Adequate means the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.		
Radio-Receivers (AM-FM)	1 or more per building	1 as is dictated by instructional needs, plus central antenna if needed	1 per teaching station plus central antenna if needed
Projection Screens	One permanently mounted screen per classroom, 70x70 or larger with provision for eliminating keystoning. Large screens in each auditorium or large group instruction area.	Additional portable screens suitable for individual and small group use	

Items	Basic	Advanced	Proposed for Consideration by ACSSAVO for 1967
Local Production Equipment per School	Dry Mount Press and Tacking Iron Paper Cutter Transparency Production Equipment Typewriter with Large Type Face Spirit Duplicator Rapid Processing Camera 35mm Still Camera Film Rewind Film Splicer (8-16mm) Tape Splicer	Add to basic list: Additional type of Transparency Production equipment Mechanical Lettering 8mm Camera Photographic Accessories as needed Copy Camera and Stand	
OPTIONAL EQUIPMENT			
8mm Projector	Should have one available for experimental purposes, but no specific guideline at this time. Schools will have to acquire as the field develops and materials become available. Because of the important contribution of this equipment to individual and small group learning, however, conservative quantities are suggested. As equipment and materials become more stabilized and as sources expand, schools should increase the quantities beyond the amounts suggested in these guidelines.		
Sound Filmstrip Projector	Combine available filmstrip projector with existing record player or tape recorder	1 per building	1 per building
3½x4 Projector	Optional	Optional	Optional
Video-Tape Recorders	2 per school district would be desirable at present time in pilot programs. The state of this field is so dynamic that no specific recommendations can be made.		
Closed-Circuit TV	All new construction should include provisions for installation at each taching station - older buildings should be wired for closed circuit television as need develops.		

EQUIPMENT STANDARDS FOR SECONDARY EDUCATION
DAVI GUIDELINES

Items	Basic	Advanced	Proposed for Consideration by ACSSAVO for 1967
16mm Projector	1 per 10 teaching stations	1 per 5 teaching stations	1 per 2 teaching stations
2x2 Slide Projector (Automatic)	1 per building	1 per 10 teaching stations	1 per 2 teaching stations
Filmstrip Projector (or Combination Filmstrip Slide Projector)	1 per 10 teaching stations	1 per 5 teaching stations	1 per 3 teaching stations plus individual viewers
Filmstrip Viewer	1 per 3 teaching stations	1 per teaching station	
	Also a quantity of viewers (1 per 2 teaching stations) should be available from a central source within the building for special project use or for individual study (school or home).		
Sound Filmstrip Projector	Combine available filmstrip projector with existing record players or tape recorder	1 per building	
3¼x4 Projector (Overhead)		1 per building	1 per school district
3¼x4 Projector (Auditorium)	1 per auditorium	1 per auditorium	
Overhead Projector (10x 10) (Auditorium type)	Appropriate number for large group instruction.		
	An auditorium model overhead merely implies that the machine utilized have sufficient light output and optical capabilities to project a satisfactory image in an auditorium type situation.		
Opaque	1 per building	1 per floor	
TV Receivers	1 per department where programs are available	1 per 24 viewers in a classroom where programs are available	

Items	Basic	Advanced	Proposed for Consideration by ACSSAVO for 1967
Micro-Projector	1 per school	1 per department where applicable	
Record Players	1 per 10 teaching stations	1 per 5 teaching stations	
Tape Recorders	1 per 10 teaching stations	1 per 5 teaching stations	
Projection Carts	1 per portable piece of equipment purchased at the time the equipment is purchased		
Light Control	Every classroom should have adequate light control. Adequate implies the availability of facilities to control light to the extent that all types of projected media can be utilized effectively.		
Radio-Receivers (AM-FM)	3 per building	1 per 10 teaching stations plus central antenna	1 per 5 teaching stations
Projection Screens	One permanently mounted screen per classroom. No smaller than 70x70 with keystone elimination. Large screens in each auditorium or large group instruction area.	One permanently mounted screen per classroom plus small portable screens for individual use. No smaller than 70x70 with keystone elimination. Screen for auditorium.	
Local Production Equipment Per School	Dry Mount Press and Tacking Iron Paper Cutter Transparency Production Equipment 16mm Camera 8mm Camera Rapid Processing Camera Equipped Darkroom Spirit Duplicator Typewriter with Large Face Type Copy Camera and Stand	Add to basic list: Slide Reproducer Additional Type of Transparency Production Equipment Mechanical Lettering Press Type Camera	

Items	Basic	Advanced	Proposed for Consideration by ACSSAVO for 1967
Local Production Equipment Per School (continued)	Light Box 35mm Still Camera Film Rewind Film Splicer (8-16mm) Tape Splicer Photographic Accessories as Needed		
OPTIONAL EQUIPMENT			
8mm Projector	1 per building	Number will necessarily have to be based on availability of film cartridges. There is a trend toward individual learning stations or independent study and additional equipment will be needed as the program develops.	
	Should have one available for experimental purposes, but no specific guidelines at this time. Schools will have to acquire as the field develops and materials become available. Because of the important contribution of this equipment to individual and small group learning, however, conservative quantities are suggested. As equipment and materials become more stabilized and as sources expand, schools should increase the quantities beyond the amounts suggested in these guidelines.		
Video-Tape Recorders	2 per school district would be desirable at present time for pilot programs. The state of this field is so dynamic that no specific recommendations can be made.		
Closed-Circuit TV	All new construction should include provisions for installation at each teaching station, and older buildings should be wired for closed-circuit television as dictated by instructional needs.		
Electronic Learning Laboratory			

EQUIPMENT FOR HIGHER EDUCATION (Approved by ACSSAVO)

Items	Basic	Advanced
16mm Projector	1 per 12 teaching stations (Multipurpose institution)	1 per 8 teaching stations
	1 per 8 teaching stations (Single purpose institution)	1 per 5 teaching stations
2x2 Slide Projector (Automatic)	1 per 10 teaching stations	1 per 6 teaching stations
Filmstrip Projector (or Combination Filmstrip-Slide Projector)	1 per 10 teaching stations	1 per 5 teaching stations
Filmstrip Viewer	5 to 10 at each filmstrip depository	10 to 20 at each filmstrip depository
	It is assumed that viewers will be available for individual use at the depositories. As this activity increases additional viewers should be secured.	
3¼x4 Projector	2 per institution	1 per building
3¼x4 Projector (Auditorium)	1 per auditorium	1 per auditorium plus arc or similar power
Overhead Projector (10x 10) Classroom type	1 per 4 teaching stations	1 per teaching station
Overhead Projector (10x 10) Auditorium type	Appropriate number for large group instructional areas. An auditorium model overhead merely implies that the machine utilized have sufficient light output and optical capabilities to project a satisfactory image in an auditorium type situation.	
Opaque	3 to 6 per institution	8 to 12 per institution
TV Receivers	1 per each 15 viewers where programs available, or projection television as needed	1 per teaching station but no more than 15 viewers per set, or projection television as needed

Items	Basic	Advanced
Record Players	1 per 25 teaching stations	1 per 15 teaching stations
Tape Recorders	1 per 5 teaching stations	1 per 2 teaching stations
Projection Carts	1 per 3 to 6 pieces of equipment	1 per 2 to 4 pieces of equipment
Light Control	Every classroom should have adequate light control. Adequate in this situation means that light can be controlled to the extent that all types of projected media can be utilized effectively.	
Video-Tape Recorders	1 per institution	Add 1 per TV production unit
Closed Circuit TV	1 studio per institution capable of distribution of programing to each teaching station	
	Many institutions may desire portable closed-circuit units for specialized use. Where this is the case, the portable units should be secured in addition to the basic recommendations noted above.	
Radio-Receivers (AM-FM)	3 available in central location	Equivalent of 1 per classroom building, with central antenna if needed
Projection Screens	1 per teaching station (at least 70x70) with provision for keystone elimination plus 1 portable screen per building. Large screens in each auditorium or large group instruction area.	
Electronic Learning Lab	1 lab per institution	As programs dictate
Local Production Equipment	Dry mount press and tacking iron Paper Cutter Transparency Production Equipment 16mm Camera 8mm Camera Rapid Processing Camera Equipped darkroom Spirit duplicator Typewriter with Large Type Face Copy Camera and Stand Light Box	Add to basic list: Slide Reproducer Additional Type of Transparency Production Equipment Mechanical Lettering

Items	Basic	Advanced
OPTIONAL EQUIPMENT		
8mm Projector	1 to 3 sound projectors per institution	1 per 10 teaching stations
	Significant changes are occurring in the medium which do not at present justify quantitative guidelines. Because of the important contribution of this equipment to individual and small group learning, however, conservative quantities are suggested. As equipment and materials become more stabilized and as sources expand, schools should increase the quantities beyond the amounts suggested in these guidelines.	
Sound Filmstrip Projector	1 per 10 teaching stations	1 per 5 teaching stations

MATERIALS GUIDELINES FOR ELEMENTARY AND SECONDARY

Items	Basic	Advanced	Proposed for Consideration by ACSSAVO for 1967
16mm films	500 film titles plus one additional film per each teaching station over 500 with duplicates as necessary	1000 film titles plus one additional film per each teaching station over 1000, with duplicates as necessary	1500 titles plus duplicates as necessary
	The films are to be owned by the school system, unit, district, cooperative, etc., and readily available to the schools involved.		
	or	or	
	6 film rental bookings per teaching station per school year	12 film rental bookings per teaching station per school year	
Filmstrips (Basic collection in school building)	1 per student per ADA the preceding year	$1\frac{1}{2}$ per student per ADA the preceding year	
Recordings - Tape and Discs exclusive of Language lab materials (Basic collections in school building)	100 plus 2 per teaching station	300 plus 3 per teaching station	

Due to the state of the field and the nature of certain media it is extremely difficult, if not impossible, to develop quantitative guidelines for all types of audio-visual materials. The list below includes some of these materials. Even though quantitative guidelines are not recommended at this time for these materials, it must be recognized that they do make a unique contribution to the instructional program and must be made available for instructors' use. Each item listed must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of audio-visual materials with no one item dominating the program.

8mm Films
2x2 Slides
$3\frac{1}{4}$x4 Slides
Transparencies and Transparency Masters

Study Prints
Maps
Globes
Dioramas

To provide for a well-rounded materials program it is recommended that the basic complement of films, filmstrips and recordings be considered capital equipment and be purchased with such funds. To provide for the ongoing materials program, including maintenance and replacement but not expansion, no less than 1% of the average per pupil cost in the school unit should be spent per year per student. The 1% amount would include film rentals if no basic film collection is started and subscription television (i.e. MPATI), but would not include salaries, building construction or remodeling, CCTV installations, or electronic learning centers.

To provide for an advanced materials program the 1% figure should be increased to 1.5%.

MATERIALS GUIDELINES FOR HIGHER EDUCATION

Items	Basic	Advanced
16mm Films	500 college level titles plus 2 per instructor over 500. In addition, teacher education institutions should have the basic film collection recommended for elementary and secondary schools (1000). or 3 film rentals per instructor per course	1000 college level titles plus 3 per instructor over 500, plus elementary and secondary basic collection in teacher education institutions. or 5 film rentals per instructor per course
Filmstrips	2000 titles with duplicates as needed	3000 titles with duplicates as needed
Recordings - Tape and Disc but not electronic lab materials	1000	2000

Due to the state of the field and the nature of certain media it is extremely difficult, if not impossible, to develop quantitative guidelines for all types of audio-visual materials. The list below includes some of these materials. Even though quantitative guidelines are not recommended at this time for these materials, it must be recognized that they do make a unique contribution to the instructional program and must be made available for instructors' use. Each item listed must be supported with a fair share of the funds expended for media. The overall objective of the media program should be to provide a wide variety of audio-visual materials with no one item dominating the program.

8mm Films
2x2 Slides
3¼x4 Slides
Transparencies and Transparency Masters

Study Prints
Maps
Globes
Dioramas

To provide for a well-rounded materials program it is recommended that the basic complement of films, filmstrips and recordings be considered capital equipment and be purchased with such funds. To provide for the on-going materials program, including maintenance and replacement but not expansion, no less than 1% of the average per pupil cost in the school unit should be spent per year per student. The 1% amount would include film rentals if no basic film collection is started and subscription television (i.e. MPATI), but would not include salaries, building construction or remodeling, CCTV installations, or electronic learning centers.

To provide for an advanced materials program the 1% figure should be increased to 1.5%.

PERSONNEL GUIDELINES FOR ELEMENTARY EDUCATION

Basic	Advanced
One instructional materials specialist* per 25 teachers (plus one non-professional clerical assistant and one non-professional technical assistant). (Specialist could serve teachers in more than one building.)	Add one semi-professional assistant per each 25 teachers, i.e., graphics specialist.

It is assumed that instructional materials student assistants will work in the center, and perform many of the routine duties thus allowing the IM specialist to serve in a truly professional role.

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*An "instructional materials specialist" is defined as a person with training in both audio-visual communications** and library science, and classroom utilization.

**Mass media utilization

PERSONNEL GUIDELINES FOR SECONDARY EDUCATION

Basic	Advanced
In schools employing up to 25 teachers - one *instructional materials specialist. Schools with 26-40 teachers - one audio-visual specialist. Above 40 teachers - one audio-visual specialist per 40 teachers. A minimum of one non-professional clerical assistant and one non-professional technical assistant should be employed.	One audio-visual specialist per 40 teachers plus one graphic, photographic, etc., specialist per each 40 teachers.

Every multiple-unit school district with at least one high school and four elementary schools should employ a district or system audio-visual specialist.

*The instructional materials specialist recommended for smaller schools would have training in both library science and audio-visual communications with major emphasis in audio-visual.

PERSONNEL GUIDELINES FOR HIGHER EDUCATION

One full-time audio-visual director with supporting staff as needed as program develops. Director might add personnel in the areas of administration, graphics, film production, audio production, television, teaching, etc. Start with full-time secretary and add secretarial help as needed.

Many colleges are creating materials centers and consequently the audio-visual program will become a part of this larger organizational pattern. Where this is happening it should be stressed that the recommendations concerning personnel remain the same with the possible addition of a director of the total materials program who could conceivably be an audio-visual communications specialist.

(Problem Area A - Equipment and Standards - Continued) FROM PAGE 15.

5. The standards are differentiated in terms of "Basic" (providing immediate standards for initial development) and "Advanced" (1966 standards for established programs). When ACSSAVO standards for 1967 are different from the "Advanced" standards, they are indicated.

6. These standards, in view of "rapid technological developments," require periodic review and continued liaison with DAVI committees. Where strategic break-throughs are taking place, definite standards are not at present proposed. The standards are to be kept current by being related also to progress in the field and developed by establishment of profiles.

7. Application of established standards can be implemented by recommendation that they be used by accrediting agencies.

8. Application of established standards can be implemented by adaptation to individual state and local requirements, after evaluation of present status, as well as needs and goals.

9. Application of established standards can be implemented by encorporation in state plans for Title II of the Elementary and Secondary Education Act either immediately or next year when revised.

10. Application of established standards can be implemented by publicizing established standards by presentation to state departments of education, educators at all levels, school boards, organizations interested in education on all national and local levels, and the community.

11. Application of established standards can be implemented by improved communication among chief state school audiovisual officers, including exchange of publications.

In addition to suggesting solutions to 11 problems, Problem Area A participants selected five additional Problems for Consideration at Future Conferences as follows:

1. Qualitative standards for equipment, materials, and personnel.
2. Standards for facilities, budget, and utilization.
3. Means of improving quality and compatibility of equipment and materials.
4. Development of recommended budget procedures and levels.
5. Exploration of storage and retrieval of information on national, state, regional, and local levels.

This group also passed the following resolution:

It is herewith resolved that ACSSAVO express its appreciation to Dr. Mendel Sherman, Dr. Gene Faris, and the Department of Audio-Visual Instruction for their leadership and pioneering efforts in the establishment of generally accepted national standards for audiovisual equipment, materials, and personnel.

Problem Area B: Developing Total State Education Department Staff Attitude and Competencies in the Use of Educational Media (Fred Villa, Chairman)

Overview--How can ACSSAVO assist all State Departments of Education staff to develop positive attitudes and competency in the use of educational media? Should ACSSAVO encourage a variety of approaches as well as cooperative activity amongst the states to achieve these ends?

Problem 1--The need to identify specific media competencies and attitudes appropriate for all State Department of Education staff is essential. Once these attitudes and competencies are identified recognition of their significance must be transmitted to all members of the State Department of Education staff.

Strategy--ACSSAVO should establish either its own committee or a joint committee with the Council of Chief State School Officers to develop a comprehensive statement of competencies and attitudes concerning media. A major concern of the committee should be consideration of strategy that focuses upon the competence and attitude (especially) toward media held by the Superintendent or Commissioner of the State Department of Education. A second concern should be the designing and dissemination of an inservice program in media competency for all State Department of Education staff.

Problem 2--Granted that a need exists to develop the competence and attitude of State Department of Education staff toward educational media, how can departments organize most effectively to accomplish this?

Strategy--ACSSAVO should recommend the appointment of a chief state school audiovisual officer in each State Department of Education charged with the responsibility for the State's media program. The president of ACSSAVO should be directed to write to appropriate states recommending this action and its endorsement in the CSSO policy statement on educational media.

ACSSAVO should offer field service teams to plan and organize educational media programs for those state departments without programs. In addition, ACSSAVO, in conjunction with the U.S. Office and the CSSO, should establish guidelines for media programs in State Departments of Education which would include recommendations concerning personnel, equipment, budget, facilities, materials, and services.

Problem 3--How can the amount and kind of media use by State Department of Education staff be developed to the point where media are used with skill and regularity?

Strategy--ACSSAVO should offer field service teams as consultants to assist State Departments of Education in analyzing and evaluating their programs and plans for the development of staff media competencies. The teams and ACSSAVO should encourage State Departments of Education to identify and analyze problems that are amenable to solution through the development of staff media competencies.

Moreover, ACSSAVO should seek support for means of communication that will share in-service media materials that have resolved communications problems of State Departments of Education.

Problem 4--What can be done to help the media specialist in the State Department of Education to become more competent in his job? How does he go about defining his job and establishing appropriate priority for his several responsibilities?

Strategy--ACSSAVO is urged to organize itself with appropriate staff in order to provide strong leadership to media programs in State Departments of Education. Further, ACSSAVO is requested to press the U.S. Office for similar strong media leadership and service. ACSSAVO is also encouraged to become the initiating force in the establishment of Institutes specifically designed for the development of competence of State Department of Education media staff.

Problem Area C--The Improvement of Teacher Competency in the Use of Newer Media Through Pre-Service and Continuing Education Programs, and Developing an Understanding of and Commitment to Improved Communications between Teacher and Learner

[redacted]

Teacher Competencies--Problems of improving teacher competencies as discussed and defined at the Vail Conference (in the TASK Group chaired by Harold Cald were as follows:

1. There is a need for disseminating among deans of education and other policy-makers of teacher-education institutions, an instrument which would help construct an "image," common to teachers in all states, of newer media competencies needed by all who aspire to teach; sub-problem--such action might be carried out by collaborative effort of such agencies as Association of Chief State School Audio-Visual Officers, American Association of Colleges for Teacher Education, Department of Audio-Visual Instruction, etc.

2. There is need to devise means by which the teacher of teachers can be more effectively informed of the needs of present-day classroom teachers.

3. There is need to explore the contributions which may be made by the technology of instruction to the development of audio-visual competency among teachers (television, programed instruction, simulation, etc.)

4. There is need to continue to seek means by which media preparation for teacher trainees may be amalgamated into methods courses and also into the teaching of the academic disciplines associated with teacher-preparation.

5. In teacher-training institutions, there is a need to develop media programs which are oriented simultaneously toward service to the institution's

staff as well as toward the development of audio-visual competency among teacher-trainees.

6. It is important to synchronize efforts aimed at the expanded and improved use of newer media with the emergence of curriculum revisions like those in biology, chemistry, physics, social studies, English, etc.

7. There is a need to stimulate school administrators to include in their quest for competent teachers some inquiry and some concern for the audio-visual competency of teacher candidates.

8. Since the enthusiasm generated among teachers by newer media demonstration centers installed throughout the country could be expected to have a significant influence upon the demands made on teacher-preparation institutions, there is need to encourage such installations.

9. There is need to examine the possible desirable effects which a trend toward five years of teacher preparation with attendant "apprenticeships" or internship features might have upon developing teacher competency with newer media.

10. Because of rapid and continuous developments within the newer media field, there is a need for effective in-service programs to be developed, and there is pressing need to perfect techniques, procedures, and materials which will implement inservice preparation; sub-problem--workable inducement arrangements need to be devised which will persuade teachers to seek growth in the media field.

11. To provide audio-visual leadership personnel which forthcoming federal funds will help school systems acquire, there is an urgency to fulfill these

manpower needs by urging teacher-preparation institutions to inaugurate or perfect programs for the preparation of such personnel.

12. Steps need to be taken to associate quality audio-visual facilities, programs, and personnel with school accreditation regulations.

13. In any consideration of priority of the need for pre-service preparation versus inservice preparation, pre-service training needs to be given precedence because of its "well-springs" aspect.

Improved Communications Between Teacher and Learner--Problems of developing an understanding of and commitment to improved communication between teacher and learner as discussed and defined at the Vail Conference (in the Task Group chaired by R. C. Wheeler) are summarized below.

In interpreting the statement of the task force topic, it was generally agreed that the statement referred primarily to the teacher and the learner in the classroom. However, at times the teacher and all others involved in the total educational process in the state are sometimes teachers and sometimes learners.

These "sometimes teachers and sometimes learners" include teachers and administrators of various types, specialists such as curriculum and media specialists, as well as those in teacher education.

This total problem of teachers and learners requires a chain of communication throughout. Media must be used throughout if the total communicative job is to be done most effectively. Communication must be carried on not only among educational personnel, but also with representatives of the public who make financial and other decisions that affect education. The state department of education and its media specialists perform a key role in this chain of communication. The ultimate objective is only that the most effective communication takes place between the teacher and learner in the classroom.

For media to make their greatest contribution to learning in the classroom, the teacher and others involved must possess an understanding of the possible contribution of media to child development and the learning process.

Further, the teacher and others must have a firm commitment to the worth of media in learning. The degree of commitment will govern whether they consider media as basic to learning or merely supplementary or decorative.

Specifically as to communication between teacher and learner in the classroom, several points were suggested, particularly as important to state department leadership:

1. Channels of communication must be identified or established through which the state department of education may work to reach the teacher in the classroom.

2. There is the perennial problem of unadaptable teachers and traditional materials, and the inertia usually accompanying both, which must be overcome.

3. Teachers need help in choosing the best medium for a particular job. Curriculum and media specialists should be of definite help. Organizational arrangements such as instructional materials centers and production centers can provide both personnel and assistance.

4. Teachers need help in proper utilization of media, and to correct or prevent misuse.

5. Teachers need help with new materials and processes, perhaps little known or unheard of when they had their teacher education preparation.

6. The importance of reading to all curricular areas demands that the contribution of media to the reading process be understood by all teachers. The skills of viewing and listening should also be adequately developed.

7. Media specialists and other leadership should be more than gadget promoters, lest teachers look on media as being interesting gadgetry but not particularly necessary.

The two general problem areas (teacher competency - improved communications between teacher and learner) were discussed and defined by two separate task groups at the Vail Conference. Because of the similarities and overlapping of these problem areas, and following action by the Steering Committee, the areas were combined for consideration at the Des Moines Conference. The conclusions reached (in a Task Group chaired by Harold Caldwell) concerning the combined problem area are presented below.

Teacher Preparation Recommendations---Participants considering Problem Area C proposed that:

1. A course in the concepts and techniques of instructional media be required in all teacher-education programs and the completion of such course be required for teacher certification in all states.

2. The completion of not less than a minor sequence in the field of instructional media shall be officially required by state certification authorities for the position of media specialist, and that the position of media specialist

be recognized by certification authorities through the establishment of professional qualifications.

3. Local educational agencies shall employ sufficient professional personnel in the field of instructional media so as to furnish adequate service to the total school program.

4. Local schools employ competent non-instructional personnel as instructional media technicians to assist the professional media personnel of the school.

5. A graduate program for the training of media specialists be established in teacher education institutions for at least the masters degree level.

Inservice Education Recommendations--Participants considering Problem Area C proposed that:

1. ACSSAVO go on record as recommending that State Education Departments in all states encourage all school districts to extend the school year to include the equivalent of 10 additional days beyond the legal requirement for the school year, to be spent in formal, well planned, and professional organized inservice programs for all school personnel. Since this recommendation will involve about one-half month additional salary, it may necessitate changes in state laws. If so, these laws should be studied and specific changes recommended.

2. Inservice time should be spent in blocks of time which would permit significant programs of activities for some changes to be effected in the teachers' competencies, interest, attitudes, etc. Short periods of time after school are not considered as acceptable programs in this field.

3. Inservice programs can be considered to be synonymous with professional growth activities except for college courses being taken for credit. This is to facilitate and encourage professional personnel to build general competencies, attitudes and interests aside from the rigid structure of a prescribed program towards a degree. The size of the school will dictate the variety of the program. These programs should be well planned, organized, evaluated, and carried out by administrators in keeping with the objectives of the school program.

4. Use of Education Media Specialist Institutes to improve competencies of teachers in their communication with pupils. Since Title XI NDEA Institutes provide a new and promising instrument for the improvement of communication of teachers in instruction, through development of skills in utilization of educational media and commitment to their worth, ACSSAVO recommends to the U.S. Office of Education that:

a. Institutions of higher education submitting proposals for Title XI NDEA Education Media Specialists Institutes be required to develop such proposals in cooperation with the State Departments of Education of the States in which they are located, or submit their proposals to said Departments for review, evaluation, and recommendation to the USOE prior to its consideration of their approval.

b. Representatives of ACSSAVO be involved on the Advisory Committee or panel which helps the USOE determine its final approval of such institutes.

Problem Area D--Developing Strategies for Research, Evaluation, and Dissemination of Educational Media (Lee Campion, Chairman)

General Overview--How can we strengthen ACSSAVO to carry on needed activities and coordinated administrative functions for research, evaluation, and dissemination? Can ACSSAVO develop a "clearinghouse" (structure) for collecting and disseminating media information?

Problem 1--There is a vital need to establish a common understanding of the media language for state education departments. Poorly defined terminology and definitions hinder communication among educators, laymen, and legislators. State education departments seeking to develop or expand media organizational structures are often confused by the variety of definitions and terminology within the media field.

Strategy--It is recommended that ACSSAVO seek a government or foundation grant to conduct a Terminology Definitions Study (TDS) to accomplish the following two major objectives:

1. To identify the current terminology and definitions being used by State Education Departments for the purpose of determining current practices and trends in media organizational and staff patterns.

2. To develop guidelines and priorities for organizational definition and terminology.

An outcome of the study will be the collecting and disseminating of the organizational charts of each of the state education departments.

Problem 2--There is a need for state education departments to share publications, reports, and all other types of materials. Too often state departments of education work separatively (sic) rather than cooperatively on common problems, programs, and publications.

Strategy--That ACSSAVO develop a dissemination of media information project which would provide an automatic mailing list. This list initially would include the participants at the Vail and Des Moines conferences, but with one person per state listed. This project would be initiated immediately and would be evaluated prior to the 1966 DAVI Convention.

If an executive secretary position is established for ACSSAVO, it is recommended that this person would maintain a library of all such materials and provide regular mailings of such materials to ACSSAVO members.

Problem 3--There is a need for improved dissemination of information among state education department media people regarding research in the field. Lack of such information restricts such media people in influencing change.

Strategy---ACSSAVO should seek to improve the dissemination of media research information in the following ways:

1. The establishment of an ACSSAVO research committee.

2. Each ACSSAVO member submit to the research committee a study which he can defend as significant and valid. Such studies need not be made by the state education department but might be from the region of the person submitting the study.

3. The research committee will review the studies and recommend to the ACSSAVO Executive Board those studies it selects as significant and valid.

4. The ACSSAVO Executive Board would submit these studies to Project ERIC for inclusion in its files.

The above strategy can best be implemented if each participant familiarizes himself with Project ERIC in his state. After such familiarization, the media person should seek to locate research projects in his area by using such publications and sources as:

Audiovisual Communications Review

Project ERIC

DAVI Research Committee

National Society for Programed Instruction

National Association of Educational Broadcasters

Problem 4--After the present DAVI project to identify exemplary programs is completed, there will be a need for continuous updating, indexing, and dissemination.

Strategy--ACSSAVO should develop a liaison with the DAVI project. If a permanent ACSSAVO staff is established, this group should take on the responsibility and leadership for the continuous updating, indexing and dissemination of exemplary media programs.

Problem 5--There is a need for a media person at a top-level decision position in the U.S. Office of Education. There is no media agency within the USOE to which states may go for assistance on media problems and plans.

Strategy---The ACSSAVO Board of Directors should use all available resources to influence those persons, agencies, or institutions which are in a position to assist in the establishment of a high-level media staff in the U.S. Office of Education.

STEERING COMMITTEE ACTIONS

One month after the Des Moines Conference, the Steering Committee met to review project activities and to plan future action. At the meeting, the Steering Committee ~~convened as~~ deferred to the ACSSAVO ~~Executive Committee, taking~~ Board of Directors, which took official action as indicated by the following motions, and assign~~ing~~ed various tasks to the members present.

1. Endorsement of the Task Force A statement on Development of Quantitative and Qualitative Standards for Instructional Materials and Equipment completed at Des Moines. This includes specific endorsement of the quantitative standards beyond those contained in the Faris-Sherman Study, now reported as acceptable by Sherman, as national standards for 1966.

Konick, as chairman of the ACSSAVO Committee on Standards and Guidelines, was charged with responsibility for transmitting the Des Moines statement of these standards to each chief state school officer, and with responsibility for follow-up activities with each chief state school AV officer, to determine for the information of the Board and further ACSSAVO activity, what action may be taken in each state, and what response the standards may gain. Konick prepared letters of transmittal for these purposes, which were approved by the Board.

The Board further charged Konick to continue and expand ACSSAVO activities to develop improved and strengthened quantitative and qualitative standards for proposal and probable adoption by ACSSAVO for 1967, in cooperation with other interested organizations.

2. Adoption of a basic outline prepared by Konick and Ruark for an ACSSAVO action project to implement the further work of cooperative state leadership in the development of educational media programs, including five functional service areas of a cooperative state media program development center to provide: national information and statistical storage and retrieval in significant areas bearing on the field; evaluative, engineering, test and specification services; program and problem consultation and cooperation; liaison with other groups and governmental agencies; and basic interstate dissemination and demonstration activities.

Lee Campion was assigned by the Board to work with Konick in further development of the Konick-Ruark outline into a draft proposal which is then to be reviewed and reworked by Ruark to include Board suggestions. Final draft of the proposal is to be presented to the Board for consideration as a major vehicle for ACSSAVO in further development of cooperative state media program development activities. It is the Board's understanding that the proposal as developed will include action potential covering practically every activity proposed in the Task Force reports developed at Des Moines.

3. Endorsement of the Task Force B statement on development of state department staff competencies and attitudes in the uses of educational media. It was

the understanding of the Board that the specific strategies suggested by this Task Force will be included in the further development of the cooperative media program development center proposal.

The Board assigned to President Caldwell the task of drafting and dispatching a letter to all chief state school officers offering every assistance and aid from ACSSAVO in planning for strengthening and expanding educational media programs within each state department.

4. Endorsement of the Task Force C statement on development of teacher competencies in media and commitment to improved communication between teacher and learner, in principle,

The Board selected two areas within the Task Force work for special and immediate emphasis. Wheeler was named chairman of a Committee on Development of Guidelines for Preservice Teacher Competencies in Educational Media. It is the Board's understanding that "ends, not means" are to be stressed in the work of the Committee, and that effective liaison will be developed and maintained with AACTE, DAVI, DCT, ASCD and other agencies. (Wheeler to appoint his own committee, with the approval of President Caldwell, and to use consultants where necessary.) Ramsey was invited by the Board to participate in development of a proposal for a special Title XI Educational Media Institute to serve the needs of state-level media personnel, drawing from his previous experience in developing a similar proposal some years ago. He accepted with enthusiasm, and the Board unanimously acted to make him Chairman of the project, instructing him to work closely with Campion and Villa in the early stages of the proposal, and to keep President Caldwell and Secretary Ruark fully informed of all activities by copy of letters, drafts, etc.

The Board also assigned Caldwell to explore and recommend further action on college preparation for in-service and pre-service work, to be considered by the Board at its next meeting.

5. It is the Board's understanding that the forthcoming cooperative state media program development center project will include the projects and activities outlined in Task Force D's report.

In addition, the Board assigned Caldwell to firm up an automatic mailing list, and Campion to use it for distribution of a first publication and instructions for further utilization to each chief state AV officer included.

6. The Board considered the need for a National Research Committee and instructed Caldwell as President to invite Kinniell of Texas to become Chairman, outlining proposed activities and additional membership of his committee in response to Caldwell's assignment of responsibilities and suggestion of basic areas for activity.

7. The Board instructed Ruark as Secretary to communicate with Mrs. Mickey Bloodworth of DAVI, officially endorsing the DAVI project to identify exemplary media program sites, offering ACSSAVO cooperation, and expressing interest in utilizing the results of the survey when completed.

8. The Board recommended that another ACSSAVO Steering Committee session be tentatively set for Dallas on February 15-16 to consider final draft changes ~~in the final project report, and to take first steps in implementing the coopera-~~

in the final project report, and to take first steps in implementing the cooperative state media program development center proposal under preparation by Konick, Campion, and Ruark.

The Board also recommended that a summer workshop for state media personnel staff be planned at Dallas as an additional continuing step beyond the current project.

PART IV

EVALUATION

Prepared by:

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State departments of education (or public instruction) occupy a vital position of leadership in the educational communications media field. A major concern is that this leadership, in many cases, is potential rather than actual. All fifty states are, and have been, autonomous -- thus contributing to uniqueness but contributing to weakness as well. Audio-visual specialists, within the respective departments, have been isolated, overloaded with multitudinal responsibilities, and called upon to perform many functions without formal preparation and experience for these duties. The net result has been fragmentation of effort and isolation of attack on problems; no formal mechanism has existed even for identification of common problems.

The Vail and Des Moines conferences represent one attempt, through the auspices of a United States Office of Education Title VIIB NDEA grant, to provide such a formal mechanism. The conference represents an extension of the concerns of the Association of Chief State School Audio-Visual Officers (ACSSAVO) as developed in a grant application submitted by the Colorado State Department of Education.

VAIL

Objectives

It was proposed that the fifty states' media efforts could best be marshalled for maximum benefit and economy of purpose through an invitational conference specifically convened to ~~study~~ identify common problems, impediments, and varied solutions. The objectives of the conference are listed in Part I of this report.

Procedures

The invitational list of the working composition of the conference was comprised of those individuals designated, within each state department of public instruction, as having primary responsibility (1) for work with educational communications media.

Invitations -- Through the chief state school officer(2), designated individuals were invited to attend, and prior to their attendance at the conference to prepare a list of their individual state's most pressing media problems. A committee of ACSSAVO's executive membership served as a Steering Committee(3) for the conference. plus certain consultants and technical advisers.

Attendance -- From a potential of fifty chief state school audio-visual officers, thirty-eight designations were received from the chief state school officer. Of these, thirty-five subsequently attended the conference as their state's audio-visual representative, for approximately seventy percent attendance of the optimum number. (4) It should be noted that not all fifty states were represented, and of the thirty-six represented, not all of these designated the pertinent audio-visual officer.(5) In some cases, a representative not of the state educational agency was sent, complicating the problems of leadership and communication.

A major problem in state department of education audio-visual leadership was reflected in the job titles -- and thus assignments -- of the participants attending the conference. Many participants represented "one-man departments" or less when their titles revealed two or three major component designations. Often, as well, the designated state audio-visual officer served in this major component only a fraction of his professional time, and had several equally as important other duties.(6)

Work Routine -- The working membership of the conference was divided into five main task forces concerned with five major problem areas extracted from the lists of problems submitted in advance by the participants. These major task group areas were:

A. Developing Quantitative and Qualitative Standards for Instructional Materials and Equipment

B. Developing State Education Agency Competence in the Use of and Service in Educational Media

C. Improving Teacher Competency Through Pre-Service and Continuing Education Programs

D. Developing an Understanding of and Commitment to Improved Communication Between Teacher and Learner

2 mej.

E. Developing Strategies for Research, Evaluation, and Dissemination of Educational Media

The pattern of operation was such that every participant served in every task force category to assist in the major development of the ramifications of each problem. Then, each participant "settled" in his major choice area for final development of the task force problem area.(7) Chairman, members of the Steering Committee, stayed with a specific task force problem area throughout, to maintain some continuity, and to provide a consistent point-of-view for reporting out the deliberations relative to the problem area.(8)

Setting and Conference Facilities -- The conference was held at The Lodge at Vail (Colorado), an alpine-type resort about three hours west of Denver. At an off-season time, the Lodge (indeed, the entire village) was available to the conference participants for deliberations and recreation without the distractions of a large crowd of others in the conference area. Facilities and local arrangements were superb for the work of the conference, and made significant contributions to the conference's success.

Findings

The findings will review the accomplishments (those things which were planned to happen, and that did happen), failures (those things which were planned to happen which did not occur), and others (those things which might have happened, but weren't planned for, and didn't happen.)

The conference did convene as planned, with the general group of participants anticipated, and the general results of the conference met the proposed objectives of the grant proposal. Most of the participants had done their "homework" in terms of thinking through some of the most persistent problems of educational communications media leadership in their respective states. The conference did, in fact, provide a formal mechanism for chief state school audio-visual officers to meet, identify their compatriots, and share common problems, solutions, and strategies. Priorities were established in terms of the most pressing problems of audio-visual leadership, as perceived by the designated participants in attendance.

There was no opportunity for interaction among the participants to refine and/or identify new or more significant problems and concerns than those which they had sent in individually, and that were edited and revised by the conference planners. As a result, the conference used as its target concerns edited revisions of widely disparate reports and materials. Perhaps it was not planned to spend any preliminary time in this way, but a serious flaw appeared in working with the common denominator -- no opportunity for raising Newly identified problems ~~insights~~ could be provided within this structure. Whether this item should be considered a "failure" is indeed debatable.

What did not happen (and it wasn't planned to happen) was a raising of insights of state agency media persons concerning the nature of leadership problems facing them. The most traditional, the more mundane, concerns were the ones receiving the highest priorities in the final tabulations, and were planned to be the major focus of concern in the second conference.

Conclusions and Evaluations

The evaluations and conclusions of certain key aspects of the Vail Educational Media Conference will be discussed according to number designations as indicated in the previous paragraphs. Some facets of the conference have been discussed in the presentation narrative, and will not be repeated. In general, comments will appear only to suggest possible improvements; hence, the remarks may appear more critical than laudatory. The appearance is intentional; acclaim would serve no useful purpose.

1. The individual "designated" within a state agency is sometimes a matter of administrative convenience, and does not bear an absolute relationship to the exercise of audio-visual leadership by a state agency. Very serious problems exist on this point, when participants are designated for attendance, but when day-to-day responsibility is exercised by someone else.

2. In many cases, it appeared that the chief state school officers had not correctly understood the nature of the conference, and had, therefore, designated an inappropriate choice for attendance at this conference. Perhaps if the correct individual could be alerted in advance, so that the letter of invitation through the chief state school officer would go to the appropriate individual, then participants could attend whose responsibilities were germane to the objectives of the conference.

3. The Association of Chief State School Audio-Visual Officers is a new organization, and not all states are represented in its membership. Some individuals with these responsibilities appear not to be members of the oganization, and hence, do not give their full support to the Association's efforts. While this factor limited the effectiveness of the Steering Committee, no alternative appears logical. Leadership is earned and conferred, not designated or assigned.

4. Fewer than the optimum number of chief state school audio-visual officers attended the conference, for a variety of reasons. The very short time schedule on which invitations could be activated worked against maximum attendance figures.

5. Letters of invitation should be absolutely clear regarding the responsibilities or job title for whom the invitation is issued. The general practice of "just designating someone" works a serious hardship on the conference, and reduces the effectiveness which can be realized.

6. Divided or multiple-job assignments for individuals representing audio-visual leadership in the state educational agency make it practically impossible for these individuals to exert adequate leadership in any one sector of their responsibilities. A serious leadership problem in audio-visual communications exists, and augers poorly for rapid improvements in the media field.

7. Problem areas were so well stratified, that there was little opportunity for conferees to influence the targets of deliberation, once they had been edited and structured. There was no room for "new problem development ~~insights~~."

8. The stability provided by having Steering Committee members chair each of the task force groups perhaps was overbalanced by the "structure" that this provided to each new group, discussing a topic "afresh." Before the last groups reached their assigned topics, the chairmen seemed to indicate that "nothing new could be produced" by subsequent groups studying the same topic.

In spite of the above remarks, it should be noted that the conference was successful in meeting its objectives, and in providing a focus for the subsequent conference scheduled for the Fall of 1965.

DES MOINES

Objectives

The objectives of the second conference, scheduled at Des Moines, Iowa for November 14-17, 1965, remained essentially the same as for the first conference at Vail, Colorado, but dealt more particularly with the last three objectives:

4. To develop improved strategies for dissemination and utilization of results of media research conducted under NDEA Title VII and associated programs.

5. To select one or more problems of concern to all state agencies and to develop an overall strategy, guide lines, procedures and a calendar for dealing with the problems selected.

6. To develop an educational communications program for continued identification of new problems as they may arise, exchange of information about such problems, and further refinement of strategies of cooperative action which may be required.

Procedures

The procedures at the Des Moines conference were smoothly arranged and conducted. The work at the prior conference at Vail established a working agenda and conference content. insert 1 Most of the participants at Des Moines were returnees from Vail, and the group was rounded out by attendance by most of the state audio-visual officers who were not at Vail. This double-conference approach made the work of the second conference much more productive, as philo-

1- A very important procedural change was implemented by the Steering Committee following the Vail Conference: instead of having the Des Moines Conferenc work on one task force area as identified by the Vail Conference, four problem areas were utilized as the work format at Des Moines. This was a very important change which showed the flexibility of the Steering Committee, and allowed for more productive and creative conference work at Des Moines.

sophical and value consensus had been reached, enabling participants to begin almost immediately with the tasks of the conference.

The motel setting was conducive to sustained conference work, and all accomodations and services were adequate for the work at hand. The geographic location of Des Moines provided some hardship in acquiring convenient air travel arrangements, causing some to arrive almost a day early for the conference, and others to leave or arrive late. Chicago might have been a better mid-America location, except for the need to conduct the conference in a state where a Steering Committee member resided.

Findings

The results of the double conference and three Steering Committee meetings are quite impressive. The details of these results comprise the body of the report previous to these evaluation remarks. By far the most impressive results appear to be the work of Task Group I, whose responsibilities were the "Development of Quantitative and Qualitative Standards for Instructional Materials and Equipment." As noted in evaluation of Vail, the specific technicalities are easier to work on, but may be the most pressing problems, as well.

The work of the other three task force groups is impressive too. The tasks here were much more difficult, called for more innovative thinking and planning, more creative endeavor. As can be seen from the action taken at the final Steering Committee meeting in Chicago (see last section of Part III), almost all of the recommendations and conclusions of the Des Moines conference have been translated into action proposals and specific strategies for improving cooperative state leadership in educational media. It is interesting to note that the two conferences "seeded" further ideas and conference activity, as indicated by the third conference, [redacted] now scheduled for Dallas for mid-February.

Conclusions and Evaluation

Conclusions are difficult to form from such a conference activity. Beyond any doubt, the Steering Committee of ACSSAVO did, indeed, perform all of the proposed activities derived from the objectives of the grant proposal. All things which were proposed to happen did, in fact, take place. Those strategies proposed were developed.

Only the perspective which additional time can provide will reveal the qualitative aspects necessary for conclusions. It remains to say that faith was well placed in the granting of federal funds for this project activity, even though the administration and creative leadership were, at times, widely scattered and diverse.

Cooperative State Leadership in Educational Media was developed by this grant activity; professional insights and values were raised by participation in this project; individual state educational agencies and state agency personnel were professionally enriched by these endeavors.

APPENDIX

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(Includes delegates, consultants, and staff)

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